Description: Psychosocial Foundations of Nursing 1

<table>
<thead>
<tr>
<th>Subject</th>
<th>Cat-nbr</th>
<th>Class</th>
<th>Term</th>
<th>Mode</th>
<th>Units</th>
<th>Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR</td>
<td>1020</td>
<td>34407</td>
<td>2, 2004</td>
<td>ONC</td>
<td>1.00</td>
<td>TWMBR</td>
</tr>
</tbody>
</table>

Academic group: FOSCI
Academic org: FOS004
Student contribution band: 1
ASCED code: 060301

STAFFING
Examiner: Janet Rankin
Moderator: Graeme Browne

RATIONALE
Nurses work with people who are experiencing changes in their lives relating to a potential or actual alteration in health status, or who are experiencing a normal life transition (such as childbirth), as well as with people who wish to maintain their good health. Consequently, students of nursing need to develop a strong awareness of, respect for, and insight into the psychological, social, spiritual and cultural aspects and needs of people. To do this, nursing students must focus on self-awareness and self-development, to make possible the therapeutic use of 'self' in the nurse-patient relationships. Psychosocial Foundations of Nursing 1 and 2 offer a theoretical basis for the study of self and people across the lifespan as individuals, members of a family, community and society, and consumers of health care.

SYNOPSIS
Using a situated learning approach, this course uses a range of theoretical perspectives to explore how people maintain integrity in the psychological, social, spiritual and cultural realms. Students are encouraged to apply theory based on researched evidence to first explore dimensions of themselves, and secondly, to develop a deeper understanding of, and appreciation of, the needs of people from a variety of backgrounds, who are experiencing vulnerability. Students will be encouraged to adopt a partnership model in their professional relationships with patients, based on self-awareness, and using principles of therapeutic communication.

OBJECTIVES
On completion of this course students will be able to:

1. use personal strategies which foster self-awareness, insight and compassion;
2. apply a holistic, person-centred approach to understand the psychological, social, 
spiritual and cultural aspects of integrity for individuals, families, groups and 
communities;
3. discuss caring as central to the healing work of nursing, and begin to develop 
personal and professional attitudes and attributes central to caring;
4. apply communications theory to establish, maintain and terminate caring therapeutic 
and effective interpersonal relationships with individuals across the lifespan; and
5. demonstrate the beginning skills of scholarly inquiry and critical thinking.

TOPICS

<table>
<thead>
<tr>
<th>Description</th>
<th>Weighting (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Self-awareness.</td>
<td>25.00</td>
</tr>
<tr>
<td>2. Aspects of the individual: personality, perception and memory,</td>
<td>50.00</td>
</tr>
<tr>
<td>motivation and emotions, attitudes, stress and coping, relating</td>
<td></td>
</tr>
<tr>
<td>to others, growth and development</td>
<td></td>
</tr>
<tr>
<td>3. Therapeutic communication skills</td>
<td>25.00</td>
</tr>
</tbody>
</table>

TEXT and MATERIALS required to be PURCHASED or ACCESSED:

ALL textbooks and materials are available for purchase from USQ BOOKSHOP (unless 
otherwise stated). Orders may be placed via secure internet, free fax 1800642453, phone 
07 46312742 (within Australia), or mail. Overseas students should fax +61 7 46311743, or 
phone +61 7 46312742. For costs, further details, and internet ordering, use the 'Textbook 
Search' facility at http://bookshop.usq.edu.au click 'Semester', then enter your 'Course Code' 
(no spaces).

Adaptation*, Harcourt, Sydney.

Smith, B & Summers, J (Eds) 2004, *Communication Skills Handbook: How to succeed in 
written and oral communication*, 5th edn, John Wiley & Sons, Milton.

REFERENCE MATERIALS:

Reference materials are materials that, if accessed by students, may improve their knowledge 
and understanding of the material in the course and enrich their learning experience.

Australia Department of Human Services and Health 1995, *Proceedings from the National 
(August, 10-11, 1995)

Barnes, M & Maple, N 1996, *Women and Mental Health: Challenging the Stereotypes*, 
Venture Press, Birmingham.

Beilharz, P & Hogan, T (ed) 2002, *Social Self, Global Culture: An Introduction to 
Bishop, GD 1994, Health Psychology: Integrating Mind and Body, Allyn and Bacon, Boston.


Hafen, B et al 1996, Mind/Body Health: The Effects of Attitudes, Emotions and Relationships, Allyn and Bacon, Boston.


**STUDENT WORKLOAD REQUIREMENTS:**

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examinations</td>
<td>2.50</td>
</tr>
<tr>
<td>Lectures</td>
<td>26.00</td>
</tr>
<tr>
<td>Private Study</td>
<td>110.00</td>
</tr>
<tr>
<td>Tutorial</td>
<td>26.00</td>
</tr>
</tbody>
</table>

**ASSESSMENT DETAILS**

<table>
<thead>
<tr>
<th>Description</th>
<th>Marks out of</th>
<th>Wtg(%)</th>
<th>Due date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1500 WORD ESSAY</td>
<td>100.00</td>
<td>40.00</td>
<td>17 Sep 2004</td>
</tr>
<tr>
<td>2.5HR RESTRICTED EXAM S/A</td>
<td>100.00</td>
<td>60.00</td>
<td>END S2 (see note 1)</td>
</tr>
</tbody>
</table>

**NOTES:**

1. Examination dates will be available during the semester. Please refer to the examination timetable when published.

**IMPORTANT ASSESSMENT INFORMATION**

1. Attendance requirements:
   It is the students' responsibility to attend and participate appropriately in all activities (such as lectures, tutorials, laboratories and practical work) scheduled for them,
and to study all material provided to them or required to be accessed by them to
maximise their chance of meeting the objectives of the course and to be informed
of course-related activities and administration.

2 Requirements for students to complete each assessment item satisfactorily:
To complete each of the assessment items satisfactorily, students must obtain at
least 50% of the available marks for each assessment item.

3 Penalties for late submission of required work:
If students submit assignments after the due date without prior approval then a
penalty of 10% of marks gained by the student for the assignment will apply for
each working day late.

4 Requirements for student to be awarded a passing grade in the course:
To be assured of a passing grade, students must have completed all assessment
items satisfactorily.

5 Method used to combine assessment results to attain final grade:
The final grades for students will be assigned on the basis of the aggregate of the
weighted marks obtained for each of the summative assessment items in the course.

6 Examination information:
Candidates will be allowed access only to specific materials in a restricted
examination. The only materials that candidates may use in the restricted
examination for this course are writing materials and, for students whose first
language is not English, an appropriate non-electronic translation dictionary may
be taken into the examination. Students who wish to use a translation dictionary
MUST request and receive approval to do so from the course leader BEFORE the
examination date.

7 Examination period when Deferred/Supplementary examinations will be held:
Students will be granted a deferred examination only if they perform satisfactorily
in all other assessment items. Any deferred examination for this course will be
held during the following semester 3 examination period.

8 University Regulations:
Students should read USQ Regulations 5.1 Definitions, 5.6. Assessment, and 5.10
Academic Misconduct for further information and to avoid actions which might
contravene University Regulations. These regulations can be found at the URL
http://www.usq.edu.au/corporateservices/calendar/part5.htm or in the current USQ
Handbook.

ASSESSMENT NOTES

9 Students must retain a copy of each item submitted for assessment. If requested,
students will be required to provide a copy of assignments submitted for assessment
purposes. Such copies should be despatched to USQ within 24 hours of receipt of
a request being made.

10 The examiner may grant an extension of the due date of an assignment in
extenuating circumstances.

11 The Faculty will normally only accept assessments that have been written, typed
or printed on paper-based media.

12 The Faculty will NOT accept submission of assignments by facsimile.
13 Students who, for medical, family/personal, or employment-related reasons, are unable to complete an assignment or to sit for an examination at the scheduled time may apply to defer an assessment in a course. Such a request must be accompanied by appropriate supporting documentation. One of the following temporary grades may be awarded IDS (Incomplete - Deferred Examination; IDM (Incomplete Deferred Make-up); IDB (Incomplete - Both Deferred Examination and Deferred Make-up).